REVISED March 21, 2005

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: __ Elementary __ Middle X High __ K-12

Name of Principal Ms. Karen E. Neal
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Woodruff High School
(As it should appear in the official records)

School Mailing Address 710 Cross Anchor Hwy
(If address is P.O. Box, also include street address)

Woodruff South Carolina 29388-2301
City State Zip Code+4 (9 digits total)

County Spartanburg School Code Number* 42-04-036

Telephone (864) 476-7045 Fax (864) 476-7224

Website/URL www.spartanburg4.org/whs E-mail kneal@spartanburg4.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____
(Principal's Signature)

Name of Superintendent* Dr. W. Rallie Liston
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Spartanburg County School District 4 Tel. (864) 476-3186

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson ~~Mr. Milton C. Smith~~
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(School Board President's/Chairperson's Signature)

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
   ___2_ Elementary schools
   ___1_ Middle schools
   _____ Junior high schools
   ___1_ High schools
   _____ Other

   __4__ TOTAL

2. District Per Pupil Expenditure: __$6136_____

   Average State Per Pupil Expenditure: ___$7232_____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [X] Small city or town in a rural area
   [ ] Rural

4. 2.5____ Number of years the principal has been in her/his position at this school.

   13.5___ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK					**7**			
K					**8**			
1					**9**	128	109	237
2					**10**	107	118	225
3					**11**	85	73	158
4					**12**	64	83	147
5					**Other**			
6								
		TOTAL STUDENTS IN THE APPLYING SCHOOL →						767

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:

78 % White
20 % Black or African American
2 % Hispanic or Latino
0 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 8 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	20
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	41
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	61
(4)	Total number of students in the school as of October 1 (same as in #5 above)	794
(5)	Subtotal in row (3) divided by total in row (4)	.077
(6)	Amount in row (5) multiplied by 100	7.7 or 8

8. Limited English Proficient students in the school: 1 %
6 Total Number Limited English Proficient

Number of languages represented: 1
Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 42 %

Total number students who qualify: 325

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: ___5____%
___41___Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

____Autism	____Orthopedic Impairment
____Deafness	____Other Health Impaired
____Deaf-Blindness	_25_Specific Learning Disability
__4_ Emotional Disturbance	____Speech or Language Impairment
__1_Hearing Impairment	____Traumatic Brain Injury
_10_Mental Retardation	__1_Visual Impairment Including Blindness
____Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	___3___	___1____
Classroom teachers	___42__	___5___
Special resource teachers/specialists	____3__	____0___
Paraprofessionals	___10__	____0__
Support staff	____7__	____6__
Total number	___65__	___12___

12. Average school student-"classroom teacher" ratio: _25:1__

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97%	95%	95%	95%	95%
Daily teacher attendance	98%	96%	96%	96%	96%
Teacher turnover rate	13%	11%	14%	13%	13%
Student dropout rate (middle/high)	1%	1%	1%	1%	1%
Student drop-off rate (high school)	5%	7%	6%	7%	7%

14. **(*High Schools Only*)** Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	131
Enrolled in a 4-year college or university	37 %
Enrolled in a community college	31 %
Enrolled in vocational training	19 %
Found employment	10 %
Military service	3 %
Other (travel, staying home, etc.)	0 %
Unknown	0 %
Total	100 %

PART III - SUMMARY

Located in Spartanburg County in upstate South Carolina, Woodruff High School is a focal point of the small town and expansive rural district. Woodruff High is a place where learning is the paramount objective, a place where excellence is expected in every facet of school life, a place where tradition in a rural setting is richly fostered, and a place where visions of our children's futures are visited in classrooms through innovative practices, state of the art facilities, and most importantly through the minds and hearts of all who are a part of the WHS family. Even though the population of the district has increased in recent years, a high percentage of Woodruff natives rear families in the area. Hence, the school and community have a bond steeped in tradition by the single attendance area.

Traditions include an emphasis on excellence in academic achievement, a strong and varied athletics program, a state-recognized fine arts program, and multiple opportunities for career specialization at the local career center. The unwritten rule of "no locks on lockers," the annual senior breakfast and mounting of the class picture to the cafeteria wall, and the gym wallpapered with plaques and pictures highlighting alumni accomplishments formulate the border of the unwritten curriculum in educating the whole child.

The total student is the nucleus of the school's mission in preparing "all students to become confident, competent, respectful, and responsible individuals by creating a positive, innovative, challenging, and nurturing school environment in which staff, families, and the community work together to provide opportunities for all students to achieve educational success and to reach their maximum potential in an ever-changing world." With this mission in mind, programs are designed with the goal of providing what is best for all students at WHS. The small school size enables the implementation of the mission through personalization. There is a philosophy on the part of both teachers and administrators that all students can and will learn and that there should be no limitations and walls put up to keep students out of a demanding curriculum. We are not about quotas, but about taking each student as far as he/she can go.

The academic program seeks to meet the needs of all students whether they be AP college bound students or self-contained special education students in need of work-based experiences. Regardless of classification, high expectations exist for all students. Woodruff High School

leads South Carolina in the percentage of students enrolled in Advanced Placement courses. The practice of inclusion is in keeping with College Board recommendations and research on the benefits of the AP program for college bound students.

However, the academic emphasis of Woodruff High School is not limited to college bound students. All students are informed of the academic challenges that lie ahead of them and are confident that they will be assisted by faculty and staff who care about them in meeting these challenges. Over 90 percent of sophomores met standard in both ELA and mathematics on the newest SC Exit exam on the first attempt, thus insuring eligibility for a high school diploma upon completion of Carnegie credit.

WHS students have achieved the top 10% ranking of South Carolina high schools. WHS has earned an excellent absolute rating on the S.C. School report card since its inception. Consequently, Woodruff High School has received the Palmetto Gold award for the past four years.

Indeed, Woodruff High School is a unique and special place because of its stakeholders. One cannot force high school students to learn; one must instill within them the desire to learn; one must show that he cares. With this in mind, WHS is able to achieve its mission.

PART IV – INDICATORS OF ACADEMIC SUCCESS

IV-1: Meaning of Assessment Results

Woodruff High School participates in the South Carolina assessment program consisting of the Basic Skills Assessment Program (BSAP) Exit exam from 1988—2003 and the High School Assessment Program (HSAP) Exit exam in 2004. WHS has averaged above ninety percent meeting standard on the initial attempt of BSAP in each of the subtests of reading, writing, and mathematics for the past five years. Specifically, on the initial attempt, WHS has averaged 86% meeting standard in reading, 93% meeting standard in mathematics, and 93% meeting standard in writing on BSAP in the past five years. This compares to a state average of 83% meeting standard in reading, 79% in math, and 85% in writing over the same time period. In addition, an average of 79% of WHS students have met standard on the initial attempt on all three subtests as opposed to an average of 67% statewide. Moreover, over 98% of WHS students have met standard on all subtests of BSAP within two years of the initial administration.

No glaring disparities among subgroups have existed on BSAP even though a slightly higher percentage of African American students scored below standard than other ethnic subgroups, as is the case statewide. WHS averaged 81% of African Americans meeting standard on math, 66% meeting standard in reading, and 86% meeting standard in writing. This compares to 73% of African Americans statewide meeting standard in math, 70% in reading, and 68% in writing.

As a percentage of the tested population, the disabled population has been very small. However, the disabled students at WHS have had a slightly higher percentage longitudinal passing rate of 99% as compared to the 98% rate of non-disabled students.

During the past two years, students have taken the HSAP, an assessment based on revised curriculum standards integrating both content and process standards. On the field test in 2003 which established baseline data, 45% of WHS students scored proficient or above in ELA, and 43% scored proficient or above in mathematics. This compares to state levels of 31% in math and 29% in ELA. To receive a proficient rating in ELA, a student must demonstrate comprehension of complex ideas and connect those ideas with and across texts, display effective writing skills by sustaining the reader's interest, clearly develop and organize ideas, and use supporting details. In order to receive a proficient rating in math, a student must apply mathematical concepts and procedures, solve problems using arithmetic, algebraic, and geometric concepts, interpret data and possess a knowledge of probability concepts, and clearly communicate mathematical reasoning with work and explanations.

Most recently all second-year high school students took the HSAP Exit exam in 2004 as a requirement for a diploma. Over 60% of WHS sophomores were proficient in ELA and in math. Specifically, 63% scored proficient in ELA, and 70% scored proficient in math. This compares to state scores of 58% scoring proficient in ELA and 52% scoring proficient in math. Moreover, 93% of WHS students scored basic or above in ELA and 94% scored basic or above in math. This compares to state scores of 85% scoring basic or above in ELA and 80% scoring basic or above in math. As is the case with BSAP, a slightly higher percentage of African Americans scored below basic than other ethnic subgroups.

Another state assessment is the end-of-course testing in Algebra I. WHS had an 88% passing rate on this test as compared to a state-passing rate of 79%. As far as national tests are concerned, Woodruff High traditionally ranks above the state average on both the SAT verbal and math tests in spite of testing over 50 percent of seniors. All assessment data are available on the website of the South Carolina Department of Education at www.myscschools.com.

IV-2: Use of Assessment Data to Improve Student Performance

Not only does WHS use state assessment data in analyzing student strengths and weaknesses, but faculty and administration also administer MAP tests twice a year to freshmen and sophomores to evaluate progress and adjust curriculum as necessary. All freshmen who score below proficient in either ELA or math are required to take Freshman Problem Solving, a course designed specifically to address ELA and math curriculum strands. Students are involved in individualized computer assisted instruction for 50 percent of class time. The other 50 percent of instructional time is devoted to whole class, small group, and individualized instruction.

As sophomores, students are assigned specialized English and/or math classes in addition to their regularly scheduled English and/or math classes if they score below proficient on MAP testing during the spring of their freshman year. Sophomores are also administered MAP at the end of first semester. These scores are evaluated for progress or regression. Students at risk of scoring basic or below on the spring HSAP are assigned to mandatory weekly after-school sessions that address specific curriculum strands. Parents are supportive of the proactive nature of addressing weaknesses before state-mandated assessments.

Assessment is not limited to semi-annual assessment. Mini-tests, purchased from Tests for Higher Standards and correlated with the curriculum are administered concurrently with teacher-made tests to expose students to both multiple choice items and extended response items. Such exposure increases the comfort level with assessment items.

IV-3: Communication of Student Performance to Community

Parents, students, staff, and the community members are informed of assessment data through local and state publications, including the South Carolina School Report Card and the annual district publication entitled Visions. In addition, all stakeholders receive a quarterly principal's newsletter and have access to the town's weekly newspaper that highlights education issues. All such data are also available on the school's website.

Students themselves are informed of school wide performance by the principal's comments at an opening assembly on the first day of school as well as through updates during the daily news show. The administration also conducts class assemblies prior to assessment to emphasize the importance of the test to each individual. Various motivational tools are also utilized to reinforce the importance of the assessment. School wide goals are set and posted throughout the building to involve and challenge all stakeholders. In addition, special ice cream sundae days are held to celebrate successes.

Students and parents receive individual scores through distribution of home reports. However, because of delays in receiving hard copies of reports, individuals scoring below basic are advised by faculty as soon as data is available so that remediation efforts may begin promptly. Such written notifications are given to both students and parents. In addition, all students are counseled about their below basic scores, given strategies for improving their skills, and assigned mandatory after school sessions for assistance. Conferences are held with parents as requested.

Similarly, printed reports from MAP tests are distributed to students at designated times even though students receive instant feedback when participating in diagnostic MAP testing.

IV-4: Sharing of Successes with Other Schools

Woodruff High School has shared all its strategies as well as teacher-made assessments with staff of interested institutions. Representatives from several local high schools have inquired as to the reason for success. Faculty and administration have welcomed such visits and willingly given of time and shared information and resources with such visitors. Several local schools have implemented some of the curriculum practices that WHS has utilized as well as some of the teacher made resources which have been shared with them.

Additionally, staff has promoted specialized programs in various settings, including the graduate classroom and local and state level conferences. Staff has reviewed available commercial programs and worked with developers of some sample assessments in an effort to stay abreast of state curriculum modification. Particularly, staff has collaborated with the developers of Tests for Higher Standards in reviewing content standards as they relate to South Carolina. Hence, WHS is

not content to accept successes of the past but seeks to be on the cutting edge of obtaining the best available data and thus promoting best practices both locally and statewide.

V--CURRICULUM AND INSTRUCTION

V-1: Curriculum

One reason for the success in student achievement is directly related to the strength of the curriculum and the design of the instructional day. WHS maintains a traditional six-period day where all students are enrolled in six periods the school year of 180 days. No students are allowed daily early dismissals or late arrivals. Hence, seat time is significant for all students enabling in-depth study and investigation into not only content but also higher order process skills.

While there are two courses of study, college prep and tech prep, students are able to blend courses from each track if desired and supplement each course of study with additional electives. Electives include physical education classes that focus on lifelong fitness and include opportunity in strength fitness and cardio fitness as well as team movement forms.
Students are also challenged in fine arts electives that include vocal music classes of chorus and girls' ensemble and instrumental music class of band. The visual arts program includes 2-D and 3-D classes of painting and drawing and ceramics and sculpture in addition to an AP Art class allowing students to create portfolios in accordance with the Advanced Placement curriculum. Academic success has transcended core curriculum areas to fine arts areas with past all-state winners in chorus and band, a grand champion band winner in band competitions, and visual arts students ranked in the top-ten statewide.

Students are provided career exploration through attendance at local career centers shared with two neighboring districts as well as through local offerings in a business completer program and through two courses in industrial technology as a precursor to additional study at the career center or technical college.

Each of the core academic areas offer Advanced Placement, honors, college prep, and tech prep courses. AP courses are offered in English Language and Composition, English Literature and Composition, Calculus AB, Biology, Chemistry, European History, and U.S. History. Students begin advanced study in English and math in seventh grade and with rare exception complete advanced and honors study in English and math, culminating in completion of two AP English courses and AP Calculus. Moreover, all students must enroll in English and math each year.

Similarly, honors students take physical science for Carnegie credit in the eighth grade, thus enabling them to maximize lab science study in college prep and AP Biology, college prep and AP Chemistry, and college prep and honors physics. However, tech prep courses in the same areas are also offered for tech prep students.

Social studies provides similar opportunities in college prep, tech prep, and AP courses which include world geography and world history for freshmen, economics and government for

sophomores, US History or AP US History for juniors, and psychology or AP European History for seniors.

Students are able to complete admission requirements for colleges through foreign language offerings in French and Spanish. Three levels in each language are offered with the third level meeting standard for honors classification.

Regardless of student ability, high expectations are set for all students. For the student dealing with disabilities, additional resources are provided. Disabled students are assisted through a self contained program including work based experiences, and an extended resource program where students are mainstreamed, and a resource program which assists students one period per day in core subjects and study skills. Such expectations are met through an equally challenging curriculum based on high standards.

V-2b: English Language Curriculum

The English language curriculum includes four courses in English I, II, III, and IV in both college prep and tech prep strands. Honors and advanced levels include an eighth grade course in English I and high school courses in English II, III, AP English Language, and AP English Literature. While the AP courses use the AP guidelines, the four English courses focus on strands of reading, writing, communication, and research in keeping with the South Carolina Curriculum Standards.

Students reading below grade level are assisted through additional opportunities. As freshmen, they are enrolled in Freshmen Problem Solving, a semester devoted to submersion in language arts strands. Students advance through computer assisted instruction as well as typical classroom instructional models. This semester of language arts instruction is in addition to the yearlong English class.

Sophomores reading below proficient level are assigned a yearlong language arts enrichment class in addition to their regular English class. A key component of Language Arts Enrichment is Criterion Writing, a writing software program that enables students to write essays, examine a score analysis including feedback, and edit essays.

In each freshmen and sophomore English class, students are given sample assessments from Tests for Highs Standards on a quarterly basis. In addition, students are administered mini tests addressing various reading and analysis strategies. Such assessments are created with high levels of expectations. Sample tests are a key component in measuring achievement not only in enrichment classes but also in all English classes including AP Language and AP Literature.

V-3: Math Curriculum

While communication skills are essential, developing problem solvers is a key portion of the mission of WHS. Such emphasis is promoted in the math curriculum. A college prep sequence consisting of Algebra I, Geometry, Algebra II, Pre-calculus, and AP Calculus is complemented

with a tech prep sequence consisting of Math Tec I, Algebra I, Geometry, and Algebra II/Statistics.

Freshmen who score below proficient on eighth grade spring assessments are assigned to a semester course focusing on math problem solving skills in algebra, geometry, and data analysis in addition to their regular math course. Half of Freshmen Problem Solving is devoted to computer-assisted instruction with the other half being devoted to traditional instructional methodologies.

Sophomores who score below proficient on ninth grade spring assessments are assigned to a yearlong Math Tech II course in addition to their regular course which is usually Algebra I. For over ten years, the general track has been eliminated and all students have been required to take Algebra I in fulfilling the mission of developing competent problem solvers. Such saturation in math classes for two class periods per day for approximately half the sophomore class facilitates problem-solving development for low achievers.

Incorporation of technology is imperative in developing problem solvers. Classroom sets of graphing calculators are the norm in all beginning level Algebra classes, and students are issued graphing calculators in junior and senior level math classes. Coupled with the use of other hands-on manipulatives, technology in the math classroom enhances the problem solving process.

V-4: Instructional Methods to Improve Student Learning

Curriculum development and assessments are moot points in assisting student learning without interaction between students and teachers. Learning takes place when the teacher closes the door and engages students in meaningful activities. The teachers at WHS provide a variety of instructional strategies in addressing multiple learning styles of students.

Visual, auditory, and kinesthetic modalities are addressed during class presentations. Students are active participants in the learning process as opposed to being passive spectators. For example, students have been directed to transform the classroom environment to that of a dock in modeling The Old Man and the Sea. Students have experienced first hand the local color of the North Carolina mountains through a field trip to Cold Mountain.

Students are provided CBL interfaces to experience first hand data collection and manipulation via technology. Whether technology in three business labs, in the Freshman Problem Solving lab, in the foreign language lab, in the industrial technology lab, in the media center, or in the traditional classroom through multimedia projectors, students are active participants in their learning. Also, cooperative learning groups are the norm in WHS classrooms. Activities are designed to model projects and situations which students may face in the real world. The Socratic method has proved useful in addressing the varied needs of students.

V-5: Professional Development Program

In order to maintain excellence in student programs, professional development is imperative. The professional development program is planned, flexible, and utilizes a variety of resources in assisting faculty and staff in keeping abreast of the latest best practices and research. All faculty members are encouraged to engage in graduate study, and tuition reimbursement is available to reduce limitations to such endeavors. Hence, advanced study is a key component of the ongoing professional development plan. Spartanburg District 4 is highly ranked in South Carolina with the percentage of faculty with advanced degrees.

Annually, faculty members are surveyed regarding professional development needs and evaluate existing plans. Representatives from each department are granted release time to attend local and state conferences. They then return to WHS and present in-service opportunities prompted by their conference attendance. This enables teachers to be on the cutting edge of effective instructional strategies. The conferences that WHS faculty has attended are not limited to state content conferences but include conferences on assessment and using assessment to direct instruction.

Moreover, a district instructional roundtable committee meets monthly to coordinate professional development opportunities. This enables coordination of the curriculum throughout the district. Learning from each other has been vital in the achievements of staff and students. In addition, professional development opportunities occur monthly through departmental meetings that enable teachers to focus on departmental issues relating to instruction and assessment. Such meetings allow for the organized monitoring and review of instructional strategies and provide welcomed ideas for stimulating teaching strategies and modifying curriculum.

SOUTH CAROLINA CRITERION REFERENCED TEST:
BSAP AND HSAP: EXIT EXAM MATHEMATICS GRADE 10 FIRST ATTEMPT

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month: APRIL	**HSAP**	**BSAP**	**BSAP**	**BSAP**	**BSAP**
SCHOOL SCORES					
% At or Above Basic	94	88	91	95	96
% At or Above Proficient	70				
% At Advanced	27				
Number of students tested	192	167	166	173	155
Percent of total students tested	100				
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. **Male** (specify subgroup)					
% At or Above Basic	95	91	92	93	94
% At or Above Proficient	73				
% At Advanced	31				
Number of students tested	104	80	91	91	63
2. **Female** (specify subgroup)					
% At or Above Basic	93	85	89	96	97
% At or Above Proficient	66				
% At Advanced	23				
Number of students tested	88	87	75	82	92
3. **White** (specify subgroup)					
% At or Above Basic	95	92	93	96	98
% At or Above Proficient	72				
% At Advanced	30				
Number of students tested	161	132	133	139	127
4. **African American** (specify subgroup)					
% At or Above Basic	89	70	80	88	85
% At or Above Proficient	56				
% At Advanced	19				
Number of students tested	27	33	30	32	26
5. **Hispanic/Asian Pacific** (specify subgroup)					
% At or Above Basic	NA	100	100	100	100
% At or Above Proficient	NA				
% At Advanced	NA				
Number of students tested	4	1	3	2	2
6. **Subsidized Lunch** (specify subgroup)					
% At or Above Basic	91	86	77	94	90
% At or Above Proficient	66				
% At Advanced	10				
Number of students tested	58	57	35	31	31
7. **Disabled** (specify subgroup)					
% At or Above Basic	55	80	60		
% At or Above Proficient	9				
% At Advanced	0				
Number of students tested	11	5	5	0	0
STATE SCORES					
% At or Above Basic	80	81	81	81	77
% At or Above Proficient	52				
% At Advanced	22				

NA=NOT AVAILABLE; BSAP was replaced by HSAP in 2003-2004.

SOUTH CAROLINA CRITERION REFERENCED TEST:
BSAP EXIT EXAM READING AND HSAP EXIT ENGLISH LANGUAGE ARTS GRADE 10

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month--APRIL	**HSAP**	**BSAP**	**BSAP**	**BSAP**	**BSAP**
SCHOOL SCORES					
% At or Above Basic	93	81	86	90	87
% At or Above Proficient	63				
% At Advanced	28				
Number of students tested	192	167	166	173	156
Percent of total students tested	100				
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. **Male** (specify subgroup)					
% At or Above Basic	91	86	82	86	89
% At or Above Proficient	67				
% At Advanced	24				
Number of students tested	104	80	91	91	63
2. **Female** (specify subgroup)					
% At or Above Basic	95	77	91	95	86
% At or Above Proficient	58				
% At Advanced	24				
Number of students tested	88	87	75	82	93
3. **White** (specify subgroup)					
% At or Above Basic	95	87	91	94	91
% At or Above Proficient	67				
% At Advanced	35				
Number of students tested	161	132	133	139	128
4. **African American** (specify subgroup)					
% At or Above Basic	85	58	67	72	73
% At or Above Proficient	45				
% At Advanced	37				
Number of students tested	27	33	30	32	26
5. **Hispanic/Asian Pacific** (specify subgroup)					
% At or Above Basic	NA	100	67	100	50
% At or Above Proficient	NA				
% At Advanced	NA				
Number of students tested	4	1	3	2	2
6. **Subsidized Lunch** (specify subgroup)					
% At or Above Basic	88	70	74	74	74
% At or Above Proficient	52				
% At Advanced	12				
Number of students tested	58	57	35	31	31
7. **Disabled** (specify subgroup)					
% At or Above Basic	64	60	40		
% At or Above Proficient	18				
% At Advanced	9				
Number of students tested	11	5	5	0	0
STATE SCORES					
% At or Above Basic	85	84	82	85	83
% At or Above Proficient	58				
% At Advanced	27				

NA= NOT AVAILABLE; BSAP was replaced by HSAP in 2003-2004.

SOUTH CAROLINA CRITERION REFERENCED TEST:
BASIC SKILLS ASSESSMENT PROGRAM: EXIT EXAM WRITING GRADE 10

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month--APRIL	*	**BSAP**	**BSAP**	**BSAP**	**BSAP**
SCHOOL SCORES					
% At or Above Basic		92	90	93	96
% At or Above Proficient—Not applicable					
% At Advanced—Not applicable					
Number of students tested		168	165	173	156
Percent of total students tested					
Number of students alternatively assessed		0	0	0	0
Percent of students alternatively assessed		0	0	0	0
SUBGROUP SCORES					
1. **Male** (specify subgroup)					
% At or Above Basic		89	86	90	97
% At or Above Proficient—Not applicable					
% At Advanced—Not applicable					
Number of students tested		80	91	91	63
2. **Female** (specify subgroup)					
% At or Above Basic		94	95	96	95
% At or Above Proficient—Not applicable					
% At Advanced—Not applicable					
Number of students tested		88	74	82	93
3. **White** (specify subgroup)					
% At or Above Basic		94	92	94	96
% At or Above Proficient—Not applicable					
% At Advanced—Not applicable					
Number of students tested		132	132	139	128
4. **African American** (specify subgroup)					
% At or Above Basic		82	83	88	92
% At or Above Proficient—Not applicable					
% At Advanced—Not applicable					
Number of students tested		34	30	32	26
5. **Hispanic/Asian Pacific** (specify subgroup)					
% At or Above Basic		100	33	100	100
% At or Above Proficient—Not applicable					
% At Advanced—Not applicable					
Number of students tested		1	3	2	2
6. **Subsidized Meals**(specify subgroup)					
% At or Above Basic		91	91	84	97
% At or Above Proficient—Not applicable					
% At Advanced—Not applicable					
Number of students tested		58	35	31	31
7. **Disabled** (specify subgroup)					
% At or Above Basic		100	80		
% At or Above Proficient—Not applicable					
% At Advanced—Not applicable					
Number of students tested		5	5	0	0
STATE SCORES					
% At or Above Basic		83	84	86	87
% At or Above Proficient—Not applicable					
% At Advanced—Not applicable					

*Writing was combined with English Language Arts on HSAP testing in 2003-2004.